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THE EFFECT OF CORRECTIVE EDUCATIONAL EXERCISES ON THE ACCURACY OF PREPARATION AND TRANSMISSION SKILLS OF TOP STRAIGHT TRANSMISSION WITH VOLLEYBALL

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Abstract:

It becomes emergently important to develop corrective educational exercises for performance variables. They helped volleyball players to reach the perfectly level of accuracy in the skills performance of top straight preparation and transmission on volleyball for young participants. This study explored the impact of corrective educational exercise on the skill accuracy of top straight transmission of young talented participant on volleyball. The study obtained the experimental design with pre and post tests for a sample of volleyball players. The participants were chosen purposefully from numbers of volleyball players from Baghdad clubs and the National Center for the Care of Sports Talent. The study assigned 12 out of the total 14 players. They were two divided into 6 experimental, 6 control groups. The experimental group was trained on corrective learning exercises according to the movement requirements to correct the movement and performance of the player.

These exercises consist of 24 learning units at a rate of two units per week to learn the skills of preparation and transmission on top straight on volleyball. Results showed that there is a positive impact of these corrective learning exercises and the skill performance of participant on the accuracy of the skills of top straight preparation and transmission of the participants on volleyball. The experimental group scored higher than the control group in the post test with. The variance between the two tests was significant, (P=0.000). The researcher recommended using other variables to develop some other variables for skill performance and other activities.

Keywords: *Accuracy performance, skills, top straight transmission, preparation, volleyball player, young talented.*

INTRODUCTION:

It is well known that practicing any sporting activity achieves several, healthy and psychological benefits, and emphasizes the elements of competition and professionalism. These benefits together may not be parallel with the benefits and enjoyment that volleyball players get. Furthermore, it signifies the individual's ability to learn according to the variables in this sport at the level of corrective educational exercises (Henceforth, CEE) on the variables of skill performance for volleyball players from among the young members.

Motivation generates practicing sports and striving to achieve development and what is necessary for the game and the developments used to develop the capabilities using special CEE. Therefore, volleyball is one of the most enjoyable and popular university games in recent times after football and basketball, through the large number of its practitioners and the availability of practice elements for this event. Similarly, researchers, specialists and academics interested persons must engage in the game and try to develop through methods to facilitate the process of training and learning for young volleyball players according to the variables of CEE, as well as raising the skill level in them to accurately perform the skills of preparation and transmission on top straight of the volleyball members. In order to reach the level of performance accuracy, the researcher relied on the impact of CEE. They are the main objective on the type of performance, with the variation in the way that requires previous experience and training for a long time. Therefore, the players can adjust the speed of performance effectively and influential in the accuracy of the skills on top straight preparation and transmission and the requirement of the educational process to correct the movement of the volleyball players.

RESEARCH PROBLEM:

As young volleyball players face difficulties that during performance or for races, and specifically some variables for corrective learning exercises in the level of skillful performance of volleyball players. The limitation of the volleyball player hinders the coach from performing the exercises, which are the basis for the development of skill performance and the optimal performance of the volleyball player.

Therefore, the researcher was urged to address this problem and propose CEE to facilitate the learning process according to some variables in the accuracy of top straight preparation and transmission skills of the participants. The trainer also economizes the effort in delivering information about the skill as a solution to the difficulty of application of exercises or skill performance using CEE in volleyball. The trainer depends on identifying the weaknesses and strengths in the application of corrective exercises according to some variables in the level of performance accuracy for the skills on top straight of preparing and transmission in volleyball to the participants.

RESEARCH OBJECTIVES:

1. Preparing CEE based on some variables in the performance accuracy of the skills on top straight of preparation and transmission for the participants in volleyball.
2. Recognizing the effect of the CEE on the accuracy of the preparation and transmission skills under study.

RESEARCH HYPOTHESES:

1. There are significant differences for the pre-test and post-test in the accuracy of the preparation and transmission of the top straight skills the sample members.
1. There are significant differences for the post-tests in the level of accuracy of the preparation and transmission top straight skills of the sample members.

Corrective exercises are defined as sets of skills that depend on performance based on the difference in the way of performance. They urge the player to perform more physical and motor abilities because they are difficult to perform and require previous experience and training for a long time so that the player can control performance and speed effectively (Khamas, 2012). Skill performance refers for motivation the learner to acquire basic skills that are characterized by high economic achievement that requires mental, functional and emotional abilities (Abu Shamma, 1995).

METHODS:

Research design:

The researcher used the experimental design for its relevance to the field research procedures. The research community consists of volleyball players. The study took place in Baghdad clubs and the National Center for Sports for Talent, aged (17-19) years. The experiment continued the period from 30/6/2022 to 1/9/2022.

Participants:

The study sample was chosen purposefully by means of odd and even numbers of volleyball players from Baghdad clubs and the National Center for the Care of Sports Talent. They numbered (12) players out of the total sample of the research, 14 players. The sample of the research represented (85%) of the population. The original is for two groups and they were divided into 6 experimental, 6 control and two to conduct the exploratory experiment.

Table 1 shows that the sample is homogeneous in the variables of height, age and weight, as the value of the skewness coefficient is (±3); this indicates the homogeneity of the sample.

Table 1: The homogeneity of the research sample

Statistics Variables	Measurement unit	Mean scores	Median	Standard deviations	Skewness coefficient	Significant
Height	Centimeter/meter	180,06	180,09	7,75	0,398	Not significant
Age	Year\month	18,61	18,99	1,05	0,20	Not significant
Weight	Kilogram/gram	78,61	78,49	5,4345	0,43	Not significant

Table 2 shows the equivalence of the sample in the variables of accuracy of preparation and transmission skills for the control and experimental groups. The value of coefficient Skewness amounted (±3); this indicates the equivalence of the research sample in the variables.

Table 2: Equivalence of the participant in the control and experimental groups.

Variables	Measurement unit	Pretest		Post-test		(t-values	Sig
		M	Std	M	Std		
Preparation skill	Score	4,52	2,3	4,53	2,2	58,5	Not significant
Sending skill	Score	4,-4	2,89	7,16	2,53	11,57	Not significant

DATA COLLECTION DEVICES AND TOOLS:

Instruments:

Arab and foreign sources.
Observational tests.
Data dump form.

Tools and equipment used:

- Official volleyball court-size.
- Ropes length (30) feet.
- Official volleyballs.
- 8 Cones
- 2 Stopwatches

Tests used in research:

Testing of ball preparation accuracy:

The purpose of the test it to measure the participants' performance accuracy in the skill of preparation in volleyball (Al-Fahidi, 2009).

Equipment needed: Volleyballs - Volleyball court - No less than 30 feet of rope - Measuring tape - Colored adhesive tape for lining the stadium

Test procedures:

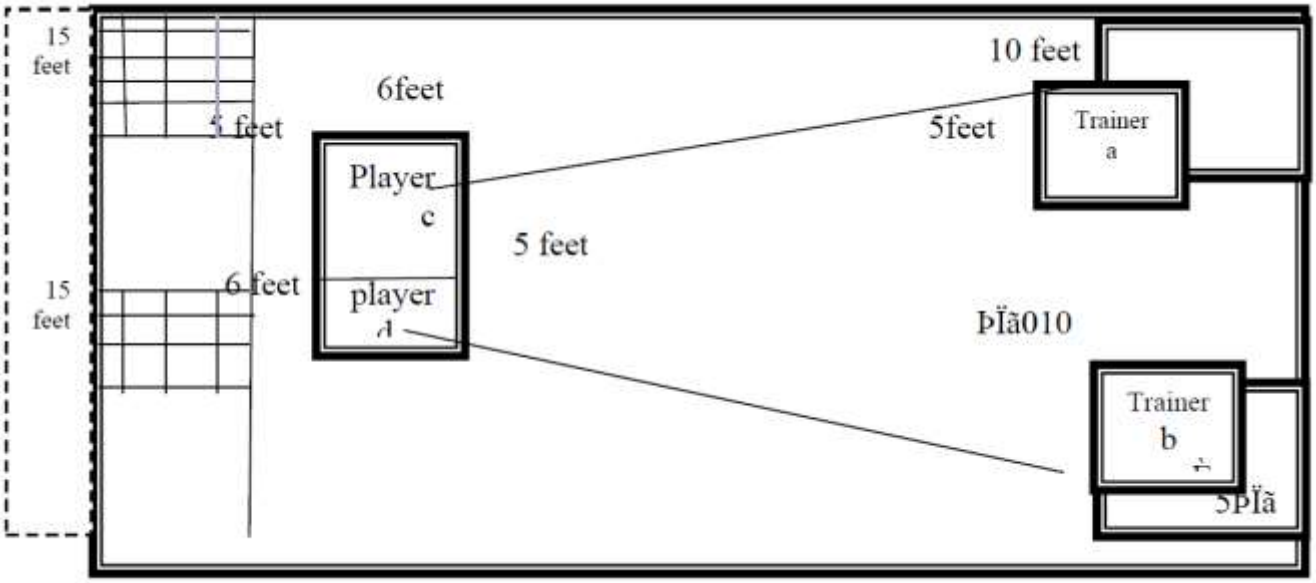
1. Lining out of the test (playground) area with colour, we note that all the scales in Figure 1 are calculated in feet.
2. Two coaches (A & B) stand in the specified place for each of them as shown in the Figure 1, and two players (C & D) stand facing coaches (A & B) each in the specified place so that their back is to the rope that rises from the ground (10 feet).
3. The coach (A) throws the ball high with both hands to player (C) who is standing with his back to the rope and when the ball reaches him, he raises it with both hands up to pass over the rope and fall in place (E).
4. At the same time coach (B) and player (D) perform the same task.

Performance description:

1. Each player performs (10) attempts while he is in his place, then they replace places. Each player then performs (10) more attempts, so the total number of attempts for each tested player shall be (20) attempts.
2. The tested player performs 10 attempts consecutively on the right side and ten on the left side.

Scorings:

1. Each player was allowed to perform 10 attempts from each side.
2. The total number of attempts for each tested player is 20.
3. The tested player will award one score for each correct ball falling in the area designated for it.
4. The ball that touches the rope or net and does not fall in the specified area for will not award the player with any score.
5. If the coach throws any ball and does not fall into the rectangle (5 x 6) feet where the tested player is standing in will be thrown again.
6. The final score of the test is 20 marks.



The Top straight transmission test:

The purpose of the test is measure the accuracy of the transmission skill (Hassan,

Tools: Volleyball stadium, volleyballs, tape measure, mark the transmission area. In the second half of the stadium, two parallel lines are drawn to the first side line at a distance of (120 cm) from the side line, and the second at a distance of 60 (cm) from the first line (at a distance of 180 cm from the side line). The side line in the first rectangle number (10), in the second (5) and the third (1) are written. These numbers represent the degrees of the laboratory if the ball falls in any of these three areas.

Performance: The tested player stands in the transmission area and performs the skill of transmission to the opposite half of the court, provided that the ball crosses the net (without touching it) trying to drop it in the rectangle written No (10).

Scoring: The tested player gets (10) scores if the ball falls in the area designated for that (the first rectangle adjacent to the side line (A), and (5) scores if the ball falls in (the second rectangle (B). If the ball falls in the area outside the borders of the two rectangles within the limits of the playing field, the tested player gets one point, and if the ball falls outside the court, the player does not get any point. The total scores for this test is (100) degrees representing the total scores of the tested player in the ten attempts he/she makes, Figure 2.

Net

	score			
180 Óã	b) Five scores			
120 Óã	a) Ten scores			

Figure 2: Volleyball area and scoring

Exploratory experiment:

The exploratory experiment is a preliminary experimental study carried out by the researcher on a small number of participants before carrying out his/her research. It aims of choosing research methods and tools (Al-Katib & Al-Zuhairi, 2011). The exploratory experiment was conducted on July, 27. 2022 to check the followings:

1. The validity of the performance assessment form and the suitability of the sample,
2. The integrity of tools and appliances used
3. The competency of the assistant team.
4. Validating the scientific requirement for the tests in question

Pre-tests:

The experimental group was pre tested on July, 29. 2022 on the skill of preparing of top straight transmission (for correct educational exercises), while the control group was pre-tested on July, 30. 2022. The researcher took into account as much as possible the provision of the same conditions that were applied to the control and experimental groups in which used the same spatial aspects, devices or tools and assistant team work.

As soon as the researcher completed the exploratory experiment, and the pre- tests, the researcher intended to prepare a special educational curriculum for the members of the experimental group, and then started applying the curriculum on July, 30. 2022 to the experimental group twice a week on (Saturday and Tuesday) with a time of 45 minutes per educational unit.

The following is the time distribution of the proposed curriculum:

Number of weeks 8.

*The main part

- The time for teaching unit is (35) minutes.
- The total time of the educational units (35×16) = 560 minute.

The curriculum was presented to experts and specialists (See appendix A) in the field of teaching methods and volleyball learning for referring; it was modified and refined to come out in the final version as follows:

- **Preparatory Section**: In this section prepared by the trainer, he progresses into three stages before entering the main section.

1. The first step includes the players to put on dresses and come to the main stadium.
2. The second step: It is called preparation (warming up); it is based on preparing the various body systems for the hardest and strongest work.
3. The third step is represented by the stimulus factor in awakening the abilities to perform well and increasing the players' ability to reach good results, such as explaining the required duties in an interesting and exciting way to perform the skill. This step has been allocated 10 minutes as it contains the administrative aspect and the introduction (general preparation) and (physical exercises) special preparation for performing the two skills in the required and effective manner.

- **The educational aspect**: emphasizes on teaching the good performance of the skill in an effective method so that it can achieve the main objective of producing an integrated lesson from the technical, scientific and educational aspect. The educational aspect constitutes 35 minutes for the performance of skills.
- **The applied aspect**: it is the process of applying what the player learned from the activities and working to increase the effort in line with the players' stage of physical activity. The degree of difficulty and types of exercises depend on the players' physical level, and this aspect constituted 35 minutes of the applied part. Thus, the main section constitutes 45 minutes of the educational unit to perform the two skills.
- **The closing section**: It is the last part of the lesson (the educational unit), and its purpose is to relaxing the internal organs of the body and return them as much as possible to what they were before (Jarry, 2018). The closing section constituted the concluding part (10 minutes) of the educational unit of correct exercises. It also included a small game and calming and relaxation exercises for the participants.

The control group was trained via traditional method obtained by the trainer.

Post- test:

The post test was conducted on Aug. 30. 2022, for testing the top straight preparation and transmitting skill of the experimental group (for corrective exercises). The control group was on Sep. 1, 2022 for testing the top straight preparation and transmitting skills in volleyball. The researcher tries to provide as much as possible the same atmosphere that was applied to the pre-test and from all spatial aspects, devices, tools and the work team

Data analysis:

The SPSS was used to analyze the data including the Arithmetic mean score (M), standard deviation (Std), coefficient of skewness and T-test for paired samples (t.test).

RESULTS:

Table 3: Participants' scores in the pre and post-tests in preparation skill.

Variables	Groups	Measurement unit	Pretest		Post-test		F	Std of variance	The calculated T	T tabular (r	Sig
			M	Std	M	Std					

Preparation skill	Experimental	score	4,52	2,3	16,94	3,04	12,5	0,83	58,50	2,15	significant
Preparation skill	Control	score	4,02	2,82	7,16	2,53	3,06	1,03	11,57	2,13	significant

Tabular T value shows (2.15). It is below the significance level (0.05) and the degree of freedom (14)

Table 3 shows that the experimental group for performing CEE scored in pre-test (M=4.52) and the standard deviation for (Std=2.3). In the post-test, the experimental group scored a mean score (M=16,94) with standard deviation (Std=3.04). Furthermore, mean variance between the pre and post-tests was (M=12,5) and the standard deviation of the variance (Std=0.83). The calculated (t value) using the t. test of paired samples was checked to identify the significance of the difference between the two tests. The calculated t value scored (58,50). It is greater than the tabular of (t value) which is (2.15) and at the significance level (0.05) at the degree of freedom (14).

Table 3 also shows the statistical scores of the control group in the accuracy of preparation skill of performing CEE. Table 3 indicates the control group achieved in the pre-test a mean score of (M=4.02) and the standard deviation (Std=2.89). Table 3 also exhibits the statistical scores of the same group in the post-test. It achieved an arithmetic mean as (M=7,16) with the standard deviation (Std=2.53). The mean score of variance between the pre and post-tests was (M=3.06) with the standard deviation of the variance (Std=1.03). Table 3 also presents the (calculated T) using the t. test of paired samples to identify the significance of the difference between the two tests. The calculated t value amounted (11,57), which is greater than the (tabular T), which scored (2.13) at the level of significance and the degree of freedom (0.05, 14) respectively. This indicates that there is a statistically significant difference between the results of the pre and post-tests in the preparation test in favor of the post-test. It was noted that control group has achieved a clear moral development as shown in Table 3.

The researcher attributes this development in the performance of the preparation skill to the fact that using of corrective educational exercises along with concept maps, effectively impacts the participants' performance because one of the stages of these CEE is to expose the players to direct training experiences for long time to adjust performance and speed. This facilitated learning and encouraged the participants take responsibility for their own learning depending on previous experiences to accelerate the performance and adjust performance. This led to the success of learning.

Table 4: Participants' scores in the pre and post-tests in the top straight transmission skill.

Variables	Groups	Measurement unit	Pretest		Post-test		F	Std of variance	T Computed	T tabula (r	Sig
			M	Std	M	Std					
Preparation skill	Experimental	score	33,3	0,76	80,48	10,03	45,7	5,67	31,23	2,15	significant
Preparation skill	Control	score	31,07	2,84	47,7	9,53	16,67	6,21	10,42	2,12	significant

Tabular T value shows (2.15). It is below the significance level (0.05) and the degree of freedom (14)

Table 4 shows that the experimental group scored in pre-test of top straight transmission in volleyball in performing CEE (M=33,3) with the standard deviation for (Std=0,76). In the post-test, the experimental group scored a mean score (M=80,48) with standard deviation (Std=10,03). Moreover, the mean variance between the pre-test and post-test amounted (M=45,8) and the variance of standard deviation between the two test scored (Std=5,87). To identify if the difference is significance between the two tests, the calculated t. test for paired samples was measured. It scored (31,23). It is higher than the assigned value of (tabular t =2.15) and at the level significance (0.05) with the degree of freedom (14).

Table 4 also indicates the statistical scores of the control group in the accuracy of top straight transmission skill of performing CEE. Table 4 exhibits that the control group in the pre-test achieved a mean score of (M=31,07) and the standard deviation (Std=2,84). Table 4 also shows the statistical scores of the same group in the post-test. It scored a mean score (M=47,7) with the standard deviation (Std=9,53). The mean score of variance between two test (pre and post-tests) amounted (M=16,67) with the standard deviation of the variance (Std=6,21). Table 4 also presents the (calculated T) using the t. test of paired samples to identify the significance of the difference between the two tests. The calculated t value reached (11,57), which is above than the (tabular T=2.13), at the level of significance and the degree of freedom (0.05, 14) respectively. This affirms that there is a statistically significant difference between the score of control group in the pre and post-tests in the preparation skill test in favor of the post-test.

It was found that control group has achieved a clear moral development as shown in Table 4. This development in the performance of the preparation skills is attributed the fact that using of CEE along with concept maps, effectively impacts the participants' performance because one of the phases of the CEE is to expose the players to direct

training experiences for long time to adjust performance and speed. This facilitated learning and encouraged the participants take responsibility for their own learning depending on previous experiences to accelerate the performance and adjust performance and lead to the success in learning.

DISCUSSION:

The researcher attributes the superiority of the experimental group in the CEE to the fact that this strategy has an effective impact on the players. Furthermore, CEE are of the modern educational methods with different performance in previous experiences. The player can quickly learn performance by the arrangement and organization in an effective and smooth manner that enables players to perform tasks in an orderly manner; such exercises enable players to refer to the available means within the method of corrective learning exercises, by self-correcting errors. This develops their ability to learn on their own. They can refer to the trainer for guidance and direction, choose tasks and help the learner in a focused manner, which helps players to perform the tests in a way that helps them to succeed.

Tables 3& 4 showed that the application of the educational program has made progress in the skill accuracy of participants' preparation and transmission of top straight in volleyball. This indicates that the educational program according to the proposed exercises has achieved the goal it was set for. Table 3 & 4 also showed that the study participants achieved a clear improvement in the skill level on the post-tests they appeared in. This is due to the fact that the participants did not conduct pre-tests because they lack practical experience in volleyball.

Thus, the researcher attributes the reason for this progress to the effectiveness of the educational program for corrective learning exercises, as it includes exercises planned according to principles of scientific foundations that are commensurate with the characteristics, tendencies and needs of this stage of talented young people.

This result is consistent with the findings of many studies, such as the studies of Al-Hayek (1993), Al Jubaili (1990), Abdelhadi and Ali (1990), Nassar (1990), Al-Bagouri (1993). They all agreed that educational programs organized and built according to original principles develop the skill level of the students. In particular, it can be said that this proposed educational program for CEE with their content, various educational elements and methods of application has helped the participant to sharpen their skills of preparation and transmission of top straight transmissions. This was agreed upon by many research studies conducted, for example:

- Stimulating learning motivation which agrees with Allawi (1998) who found that motivation plays an important role in increasing the speed and effectiveness of learning.
- Using reinforcement and suspense which is consistent with what Al-Hayek (1993) who found that introducing of the element of reinforcement and suspense minimizes the feeling of boredom and fatigue, and accelerates learning.
- The educational program contains small games. Al-Hayek (1993) concluded that the use of aids and small games helps to reduce the feeling of fatigue and the demand for training with enthusiasm.

The use of the CEE in learning the skills accuracy of preparation and transmission directed from top in volleyball leads to better results and provides a sense of security due to the presence of a colleague or coach to correct mistakes and increases enthusiasm and banishes boredom. Kamel (1981) also found that using CEE, which is characterized by the trainer's control over all, gives better results when applied to talented youth. Learning requires the trainer to fully control and make decisions in the first periods of education, and this helps the learner to feel safe and secure in the progress of learning according to this method of learning skills.

- Using CEE in learning volleyball allow the participants to play the role of coach and player at the same time regardless of their levels. It made them interact with each other by correcting errors and exchanging views; this was reflected positively in learning the skill.
- The nature of the content of the educational program and the scheduled exercises allowed the participants to work together in groups. It necessitates them to use new social skills with their colleagues, such as cooperation, participation and respect others' opinions. This result is consistent with the findings of Faraj (1985), Cone (1979) who confirmed that the practice of sporting activity helps to improve in skill learning and mastery of performance under study.

It can be said that the application of CEE has made progress among the young talented participants at the skill level, which indicates that the educational program of CEE has achieved the objective of the study.

CONCLUSIONS AND RECOMMENDATIONS:

Conclusions:

1. The proposed CEE educational program has a positive statistically significant effect on developing the level performance in the skills of top straight preparation and transmission in volleyball for the participants in the light of the variables under study.
2. Corrective learning exercises have positively affected the mastery of some skills under study.

Recommendations:

1. Using the corrective learning exercises to teach similar class to master the skills in volleyball.
2. Conducting similar studies concerned with developing educational programs based on scientific principles that are commensurate with other methods of learning in volleyball for other groups of learners.

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Appendix (A) List of the proposed curriculum juries.

Ali Manati Ahmed	Bayo Volleyball College of Physical Education and Sports Sciences -	Al-Mustansiriya University
A.M.D. Ali Sabhan Sakhi .	teaches volleyball, College of Physical Education and Sports Sciences	Al-Mustansiriya University
Thamer Amer Fakher -	teaches volleyball, College of Physical Education and Sports Sciences	Al-Mustansiriya University

Appendix (B). A model of an educational unit applied to the experimental group on obtaining the corrective educational exercises for the skill of preparation and transmission

Educational Unit:	6	Date:
Learning goal: -	Teaching the skill of preparation and transmission	Time: 45
Educational goal:	Teamwork, respecting for skill performance	Number of players: 6
Behavioral goal:	1. The players perform the skill of preparation and transmission; 2. Identify the measurements of the volleyball court and the center of the fall of the ball	
Equipment:-	volleyball court, volleyballs	

No	Sections of the educational unit	Timing	The type and form of the exercise	Exercise groups	Notes
1	First section A-Theoretical aspect b- physical exercises	20 M 4 M 10 M 6 M	- Preparing the requirements of the educational unit – checking the absence - and making sure that the players wear sports dresses - Standing- jumping to the right- walking straight- jogging regularly - jogging with changing direction - slow jogging with arms rotating back up high - slow jogging with alternate touching the ground with fingers . - (Standing) jumping on the spot to all four directions (6 times) - (Standing): Alternate bending and stretching the arms together, high and to the sides alternatively. - Twisting the torso to the sides (6 times). - (Standing - open) bending the torso to the right and left side (6 times).	×××××××××× × T × ×××××××× × × × T × × ×	Ensuring the regulation and standing in the form of a pattern Ensuring that the players will run in the counterclockwise The coach notes that all players perform the preparation correctly.
2	Main section Application side Application side for performance Final section	60 M 15 M 45 M 10 M	Getting familiar with some of the game laws. -The coach prepare (performance of corrective educational exercises)and presents them to the players to be able to learn. -The player performs the preparation of top straight to the front on the wall. -The player performs the preparation of top straight to the front in the space. -Preparation of top straight to the front in the space. -Preparation from the top with crouching position. -Recreational exercises A short-time game. -Saluting leave.	××××× × × × T × × × T × × × × × × × × × × T × × ×	Explaining the performance of the skill and the steps for correct performance. Noting that the corrective educational exercises for each player have been equipped with all equipment. Ensuring that all players perform the skill equally and without delay.

This training program lasted for 8 weeks by two units per week (on Saturday and Tuesday) and for a total of 16 learning units which cover of elements the program for correction educational exercises to perform the accuracy skills of preparation and o transmission on top straight of the sample members in volleyball